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ABSTRACT

Planning guidelines adopted by the Florida Board of Regents for the nine universities in the state system are outlined. Eleven underlying planning assumptions for the universities are presented, including some on the population growth rates, enrollment mix (traditional versus part-time students), demand for doctoral programs or inservice education, and interinstitutional cooperation. Nine broad goals determined by requirements are listed, including those dealing with access, articulation, and resource management. The 25 policy guidelines developed for the institutional operation and continued development cover the following areas: (1) primary university functions (instruction, research, and public service); (2) access to educational opportunity, admission to degree programs, and student fees; (3) university responses to special needs (student financial aid, upper division prerequisites for transfer students, educationally disadvantaged, graduate admissions, student housing, and services for out-of-state and international students); and management (coordination, decentralization, program duplication at bachelors and masters levels, demand for doctoral programs, criteria for new programs and periodic review, the associate of arts degree, prerequisite course availability, off-campus services, location and support of branch campuses, and contracting). Appended are data on state and national enrollment trends, and Florida state university institutional characteristics. (MSE)

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The Role and Scope of Florida's Public Universities

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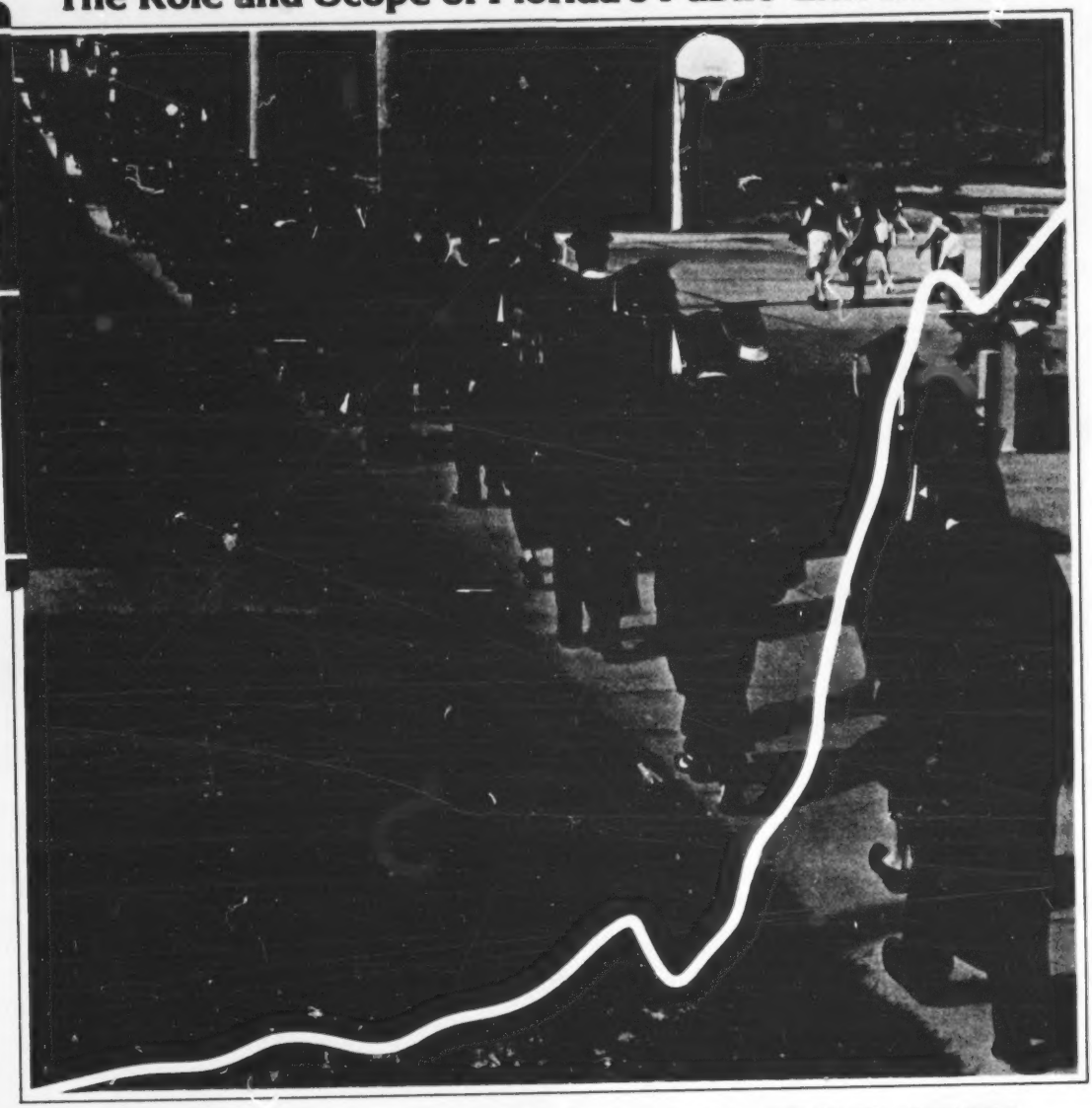

# PLANNING GUIDELINES FOR THE STATE UNIVERSITY SYSTEM OF FLORIDA

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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# foreword...

By Florida Statutes, the Regents are "granted the necessary powers to govern, regulate, coordinate and oversee the institutions and agencies in the State University System in order to obtain the most effective accomplishment of the lawful aims of education." (Section 240.001, F.S.) The Board is also directed "to conduct, through its staff, continuing studies of the immediate and future needs of the state and higher education including research and public service ... and at what institutions they can best be served." (Section 240.042(2)(1), F.S.)

The accompanying document reports on a role and scope process which has been carried out in accordance with the specific authority set forth in Florida Statutes quoted above. The fact that there is a *system* of universities in Florida under a single governing board makes it essential that there be a determination by that governing board of the basic statewide needs in public higher education as well as a definition of the role and scope of activities of the individual institutions. Failure to do this could result in each university competing with every other university in the state in trying to meet total state needs. The inevitable result of the failure of the state to follow a more orderly process would be a proliferation of programs with much unnecessary duplication of effort

and very inefficient use of public resources.

The basic objective of the role and scope process therefore has been to look at the total higher education needs of the state, both now and for the next several years, and try to determine how these needs can best be met by assigning specific missions to individual institutions in an effort to avoid the confusion, inefficiency, and added expense of having every university engaged in an intense competition to do everything. Such coordination of effort, aimed at greater efficiency, is especially important during periods of financial stress such as the state has been experiencing in recent years.

Such a study is very timely since Florida's public universities are experiencing the beginning of a new era in higher education. The decade of the 1960's and into the middle of the 1970's represented a period of phenomenal expansion. Increasing access was a primary commitment and goal. As public universities increased from three to nine, enrollment in the System increased some four-fold between 1960 and 1975. The present universities, with their branches and centers now provide university instruction within commuting distance of more than 95 percent of all Floridians.

Having developed mechanisms for providing access and anticipating a slowing of expansion pressures, the State University System now has an opportunity in the years immediately ahead to give primary emphasis to quality of instruction, research and service. The role and scope effort, the results of which are presented in this document, was initiated to help insure the effective and efficient provision of high quality programs by the State University System.

On February 6, 1978, the Board of Regents adopted the contents of this report as policy guidelines. Included as appendices to the report are statistical profiles of the State University System institutions and data relating to the planning assumptions. Although these data were available and discussed during the development of the report, they were not adopted as a part of the report and should not be considered part of the planning guidelines.

The next step in the role and scope process will involve the preparation of institutional role and scope statements which are to be developed within the basic framework of the guidelines set forth in this document.

As plans are developed and implemented within the framework of these guidelines, the State University System is committed to use its resources to provide high quality programs which are responsive to the needs of the state's diverse population.

E. T. York

E. T. York
Chancellor
State University System of Florida

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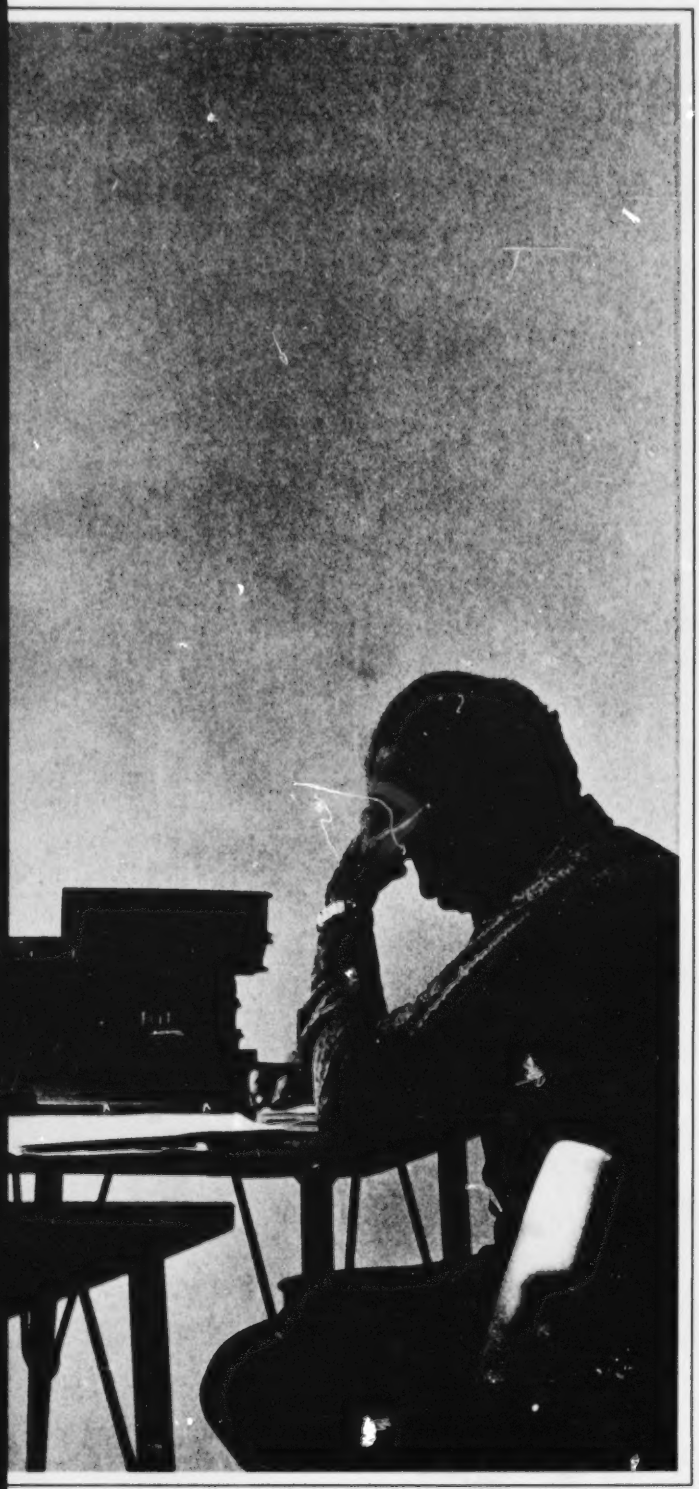
# the planning process...



The Comprehensive Development Plan (*CODE*) published by the State University System of Florida in 1969 took note that "planning is a continuous process which includes a great many variables that must be continually re-evaluated." This report on the role and scope of the State University System is a part of the continuous process of planning. The report resulted from deliberations by an interinstitutional task force with amendment and approval by the Board of Regents after comments from lay citizens, national consultants, and many others interested in higher education in Florida.

**Background Information**

The past several years have witnessed a number of changes that make a new assessment of the role and scope of the state's university system particularly desirable:

(1) University enrollments forecast by the Comprehensive Development Plan of 1969 have not materialized. The system's enrollment is today significantly below *CODE*'s projected headcount enrollment.

(2) In 1969, the state's university system comprised only seven universities, several of them not fully operational. Today there are nine universities in the system, and the newer ones have been fully operational for a number of years.

(3) The financial situation of the university system today is considerably different from the situation in 1969 when *CODE* was prepared. In recent years particularly, state support for public higher education, measured on a per-student basis and adjusted for inflation, has dropped dramatically.

(4) Recent trends indicate a new and growing appreciation of the contributions of higher education to the general welfare of the nation.

In the face of these changes in the makeup and environment of the state's university system, a thoroughgoing review of the role and scope of that system was called for. This review has questioned and analyzed the university system's capacity to accommodate the actual numbers of students seeking enrollment, the ability of its several institutions to serve the needs of their communities and the state, the changing missions of the universities, and their responsiveness to the realities of today.

For almost two years the representatives of the several universities, considering the current circumstances and likely prospects for the environment of the university system, deliberated to reach the agreements represented by the role and scope guidelines reported here. Only a frank and thorough self-examination such as this review has been can assure that the system's planning for the future will make the university system an effective and responsible steward of the public funds entrusted to it.

In this examination of the role and scope of the university system, the term *role* is synonymous with *function;* the term *scope* implies *range of operations.* Thus the functions and range of activities of the university system, and of each of its component universities, are described either by the agreements on role and scope policies reported here or by the mission statement which will later be developed within the framework of these systemwide role and scope policies by each component university.

The review process has assessed the current role and scope of the several institutions in the university system; the deliberative process has refined the concepts of their proper role and scope for the future. A period of at least five years is encompassed by the policy agreements set forth here, but the planning horizon for many of the issues addressed extends to the turn of the century. Although not a master plan listing specific actions to be taken in the future, the agreed policies on role and scope stated here provide authoritative guidelines for future decision making.

It should be emphasized that this is a planning document and not a statement of rules, regulations, or procedures. The term "policy" is sometimes used to avoid the continued use of the more definitive but awkward phrases such as "policy goals" or "policy guidelines." Obviously, such planning guidelines will not have the same weight of authority or be as inflexible as administrative rules. Any modification of current policies, procedures, or rules needed to be made will be done in strict accordance with provisions of the Administrative Procedures Act, F.S. 120.

While representatives of the nine universities were reviewing the role and scope of the university system and their own institutions, two other major efforts related to higher education were in process.

(1) *Academic Program Review* — A systematic review of the academic programs offered throughout the university system has been undertaken. Clearly the evaluation and assessment of current academic programs affects the formulation of role and scope guidelines for the future missions of the universities. That review of academic programs, however, deals with more specific and immediate details than are appropriate to the role and scope guidelines developed by the university system's task force. Rather, the guidelines will be useful to those charged with assessing academic programs.

(2) *Commission on the Future of Florida's Public Universities* — The basic charge to this citizens' commission was to recommend how the state's university system can serve the needs of Florida and its citizens more effectively. The commission has also been a primary means of involving citizens more extensively in

the review of role and scope conducted by the representatives of the universities. The recommendations to be made by the commission, however, may properly go beyond the range of the role and scope guidelines formulated by the university system's task force.

**How role and scope were assessed**

Many knowledgeable individuals and concerned groups participated in the deliberations of the university system's task force. Although the participants heard from, and the steps followed by the task force in assessing the issues, may have varied somewhat from one issue to another, in general the review process was as follows:

(1) *Participants* — The primary responsibility for analyzing the issues and developing the policy recommendations reported here was shared by the Interinstitutional Role and Scope Advisory Task Force established by the Chancellor and the staff of the central office of the Division of Universities. Each university contributed ideas and information to the deliberations of the task force by responding to drafts of proposed guidelines. Those drafts were circulated also to the appropriate interinstitutional councils for review. The Planning and Program Committee of the Board of Regents was finally responsible for recommending guidelines to the full board.

Numerous other educators contributed to the efforts of the task force, both as groups and as individuals. Among these were State of Florida Department of Education personnel including the Commissioner of Education and his staff, the central office staff of the Division of Community Colleges, and the central office staff of the Division of Vocational Education. Educators from the independent sector of higher education in Florida were involved from time to time. And outside educational consultants were retained to critique the guidelines.

Governmental officers also took part. Individuals from the State of Florida Division of Planning, legislators, and members of legislative staffs reviewed and reacted to drafts of guidelines being considered by the task force.

And the citizenry of Florida was involved. In a systematic way, the citizens' Commission on the Future of Florida's Public Universities reviewed the issues of role and scope being assessed by the task force. Less formally, several alumni of the various institutions, community leaders, and students in the university system were also heard by the task force and the Board of Regents at a public hearing.

(2) *Stages of development* — The process of developing systemwide role and scope guidelines was divided into three phases: issues or problems were identified; the current status of the system with respect to those issues was determined; guidelines defining the desired status were developed. The implementation of policies governing role and scope will follow after the policies have been adopted by the Board of Regents. This document merely reports the guidelines developed through the review process just described.

Implementation of role and scope guidelines will be a continuing process. Each institution will prepare for Board of Regents' approval a statement of the role and scope of its mission. As changing circumstances

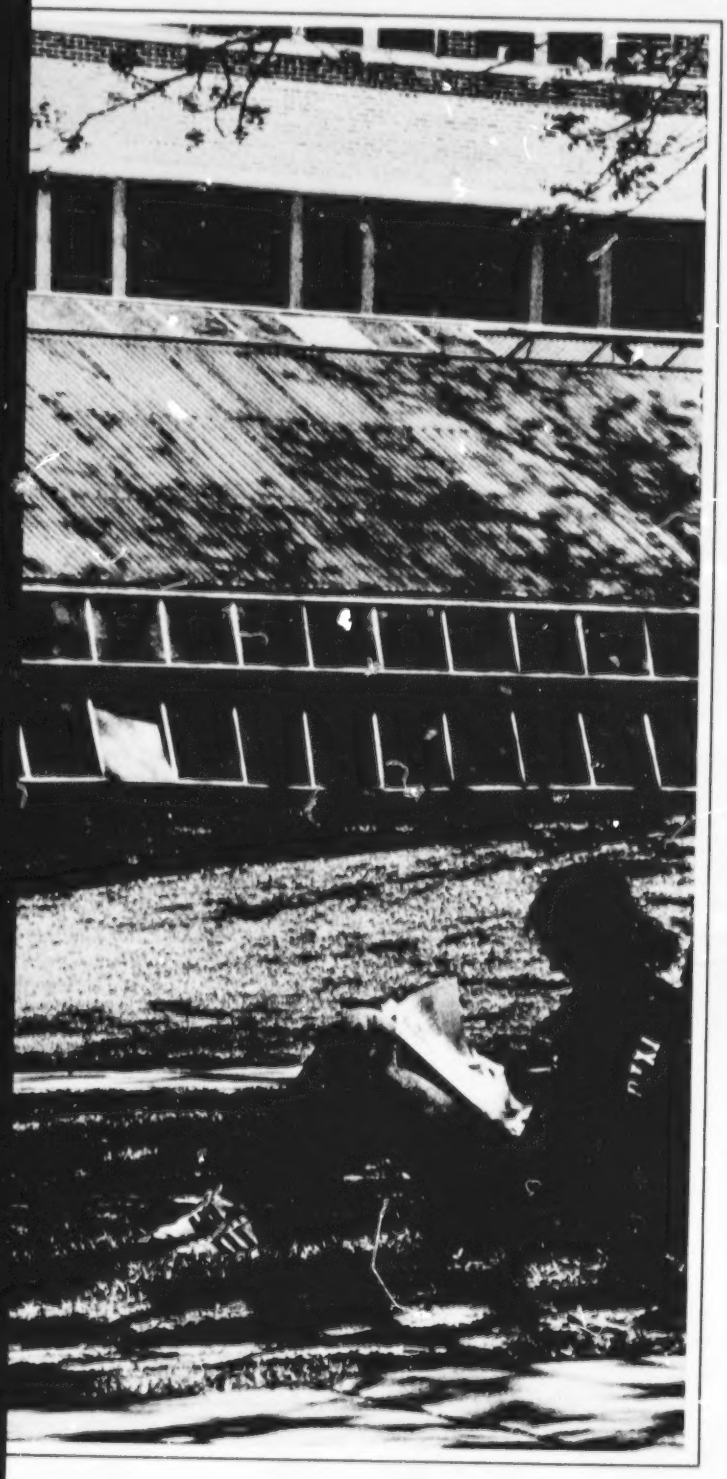
may require, the procedures, programs, and rules of the several institutions will be modified to ensure that the goals of the university system will be achieved.

**Assumptions underlying the development of systemwide guidelines**

Analysis of the issues addressed in the guidelines recommended here was directed by a number of assumptions about the future of the state's university system:

(1) Growth in the traditional college-age population will level off, even in an in-migration state; the years ahead will see university enrollments grow more slowly than previously.
(2) The enrollment mix in the future will contain larger proportions of lifelong learners and place-bound, part-time students. Such students will require flexible scheduling and a diversity of programs, especially at the bachelor's and master's degree levels.
(3) Student demand for doctoral programs is not expected to increase significantly in the immediate future.
(4) Diminishing rates of growth in enrollments will reduce opportunities to fund new programs from growth-related budget increases and, consequently, will require reallocation of existing resources when new programs are initiated. Similarly, diminishing rates of growth will result in a reduction in the rate of new building construction and will require more flexible use of existing buildings.
(5) Demands for programs "where the people are" will concentrate more capital investment on the branch campuses and less on the main campuses. Capital improvements on the main campuses will be directed primarily toward renovation and upgrading rather than toward building for growth.
(6) Demands for inservice education will increase, in contrast to past experience where demands for preservice education were basic. Demands for inservice education will be greater for universities located in large urban areas than for the less urban, residential institutions.
(7) Demands for research to extend the boundaries of knowledge, to support instruction, and to solve specific problems confronting business and industry, the state and the nation, will increase.
(8) Cooperation among the institutions of the university system with independent universities and with other governmental agencies will increase.
(9) The universities will be held more strictly accountable for the services they are charged with providing.
(10) Emphasis on the quality of educational services provided will be increased.
(11) There will be more use of alternative methods for determining competency and certifying students' abilities.

# the system...



Except for the state's community colleges, all publicly supported institutions of higher learning in Florida are under the governance of a single lay board, the Board of Regents. Composed of ten citizens appointed by the Governor, the Board of Regents is granted by statute the powers necessary to oversee the state's university system.

The university system has experienced its greatest growth in the period since 1960, even though its beginnings can be traced from Florida's admission to the Union as a state in 1845. In 1959 only three universities enrolled students; now the system includes nine universities distributed throughout the state in such a way that more than 96 percent of Florida's residents live within fifty miles of a university campus or center.

The oversight of public higher education in the State of Florida Department of Education is divided between the Division of Universities (that is, the State University System—the *SUS*) and the Division of Community Colleges. The state's twenty-eight community colleges enroll about half again as many students as do the state's nine public universities.

Some twenty-one independent colleges and universities in Florida are accredited by the Southern Association of Colleges and Schools. Enrollment in these accredited independent institutions equals about 18 percent of the enrollment in the public institutions. In addition some seventy-five smaller, post-secondary institutions are licensed to offer instruction in the state; their enrollments equal about 6 percent of the enrollments in the public institutions.

The coordinated efforts of the nine universities, in response to diverse societal needs, provide an array of opportunities for higher learning. Because the state's needs for instructional programs, research, and public services are quite various, and because resources to meet those needs are necessarily limited, no single institution will be able to supply all the needed programs

and services. Through carefully coordinated efforts, however, the nine state universities can supply a broad range of the needed programs and services effectively and efficiently.

To do so, the university system includes universities which differ in character, largely because of their different histories. Florida A&M University, the University of Florida, and Florida State University are predominantly residential in character. In general, they attract younger, full-time residential students from all areas of the state, while the University of South Florida, Florida Atlantic University, University of West Florida, Florida Technological University, Florida International University, and University of North Florida are located in urban areas from which their students tend to come.

**The universities**

Having many features in common with other universities in the system, each institution also has its unique characteristics. Those may be the types of its students and their geographic origins, its age, size, or cultural heritage, the range and level of its specific instructional programs, or special institutional or community resources.

Tracing its beginnings to 1853, the University of Florida (*UF*) became the state's first university in 1906 with the consolidation in Gainesville of several schools previously located throughout the state. A land-grant institution, *UF* is the state's largest university. Most of its students are full-time residential students who have come to the university from outside the immediate area. Through three main budgetary units, the University of Florida offers instruction in essentially all academic areas at all four years of undergraduate preparation plus advanced graduate and professional levels.

In the fall of 1977, 26,500 students in the Education and General unit of the University of Florida were enrolled in a wide range of undergraduate and graduate programs, including various professional curricula. The Health Center, which includes a veterinary medicine program, and the Institute of Food and Agricultural Sciences (*IFAS*), which has statewide responsibility in agricultural research and education, in the fall of 1977 enrolled 1,930 and 1,750 students respectively.

Of a total of 4,190 graduate students, 1,560 are in the University of Florida's advanced graduate program, the largest in the state. The University of Florida usually ranks among the top thirty or forty universities in the nation in securing federal grants, and its College of Engineering ranks among the top ten or twelve.

Florida State University (*FSU*), dating from 1857 and located in Tallahassee, the state capital, offers a broad range of undergraduate, graduate, and professional programs, including law and nursing. Its 21,000 students are primarily full-time, residential students and come from all parts of Florida, from other states, and from many foreign countries. They constitute the second largest number of full-time equivalent students in the university system. One thousand seventy of them are enrolled in over fifty advanced graduate and professional programs; the university awards over 300 doctoral degrees each year. *FSU* has the highest ratio of graduate to undergraduate students in the university system and is recognized as a national center for graduate education and research.

Among other special activities, Florida State University offers state-supported instruction in Florence, Italy, and in London, England. It operates a branch campus in the Panama Canal Zone, and in Tallahassee it offers special programs for state governmental personnel.

Florida A&M University (*FAMU*) was established in 1887. Another land-grant school, it became a university in 1953. Courses at all four years of undergraduate

preparation are offered by the university in Tallahassee, and about 2 percent of its 5,600 students have graduate status. *FAMU* is the only university in the system with more students in the lower division than in the upper division. Students from throughout the state are enrolled in a wide range of undergraduate programs; 32 percent of them major in business or education and 11 percent in the health professions. Well-developed professional schools at *FAMU* include the schools of architecture, business, pharmacy, and education. *FAMU* offers numerous programs jointly with *FSU*, among them the Program in Medical Science (*PIMS*), which provides a unique route to medical training by allowing students to complete the first year of medical study in the Tallahassee area.

The University of South Florida (*USF*) was established in 1956 and enrolled its first students in 1960. With 22,100 students enrolled in its Education and General programs and another 490 in its Medical Center's medicine and nursing programs, *USF* in headcount enrollment is the state's second largest university. *USF* offers a broad range of courses and programs at all levels of undergraduate and graduate study; 2,350 students are enrolled in beginning or advanced graduate programs.

Twenty-two percent of the state's population lives within thirty miles of one of the *USF* campuses. Approximately 79 percent of *USF*'s upper-division students come from the fifteen-county service area. In addition to the primary campus at Tampa, there is a branch campus at St. Petersburg and there are recognized centers at Sarasota and at Fort Myers. *USF* is responsible for New College in Sarasota, an undergraduate, liberal arts–honors program. The university is also administratively responsible for the State University System Institute of Oceanography (*SUSIO*), the state's systemwide unit for oceanographic research whose laboratory facilities are in St. Petersburg.

The first successful upper-division and graduate university in the nation, Florida Atlantic University (*FAU*) was established in 1962 and admitted its first students in the fall of 1964. It is a multipurpose institution, functioning as the regional locus of scientific and humane learning and at the same time serving the technological needs of the surrounding urban community. The university's main campus is in Boca Raton, and it operates centers at Fort Lauderdale and West Palm Beach. *FAU* is located in the Standard Metropolitan Statistical Area having the highest per-capita personal income in the state. *FAU* shares part of its service area with *FIU*; nevertheless, within thirty miles of its campuses some 12 percent of Florida's population lives closer to *FAU* than to *FIU*. The counties of its immediate area provide almost 85 percent of its 7,470 students, 52 percent of whom major in education or business. *FAU* enrolls a limited number of advanced graduate students in education. The Environmental/Urban Center, staffed jointly with *FIU* is administered by *FAU*.

The University of West Florida (*UWF*) is a regional institution. It draws more than 87 percent of its 5,020 students from northwest Florida. An upper-division university, it maintains close liaison with the community colleges of its region. *UWF* admitted its first students in 1967.

The colleges of *UWF* are "cluster" rather than "professional." Each college includes one or more disciplines from five major emphases: arts and humanities, business, education, natural and physical sciences, and social sciences. The number of cluster colleges varies with the total enrollment of the university. Resident centers at Eglin–Ft. Walton Beach and at Panama City are integral parts of the instructional program of the institution. The Small Business Development Center, one of eight such nationally designated centers, exemplifies applied research and regional service. The Educational Research and Development

Center extends the knowledge of faculty and students into practice at selected regional sites.

Florida Technological University (*FTU*), located near Orlando, was established in 1963 as a four-year, coeducational, general-purpose institution. *FTU* is organized into six colleges: business administration, education, engineering, humanities and fine arts, natural sciences, and social sciences. The university admitted its first students in the fall of 1968. It now offers more than a hundred bachelor's degree level programs and sixteen master's degree level programs, and it participates in two cooperative doctoral programs.

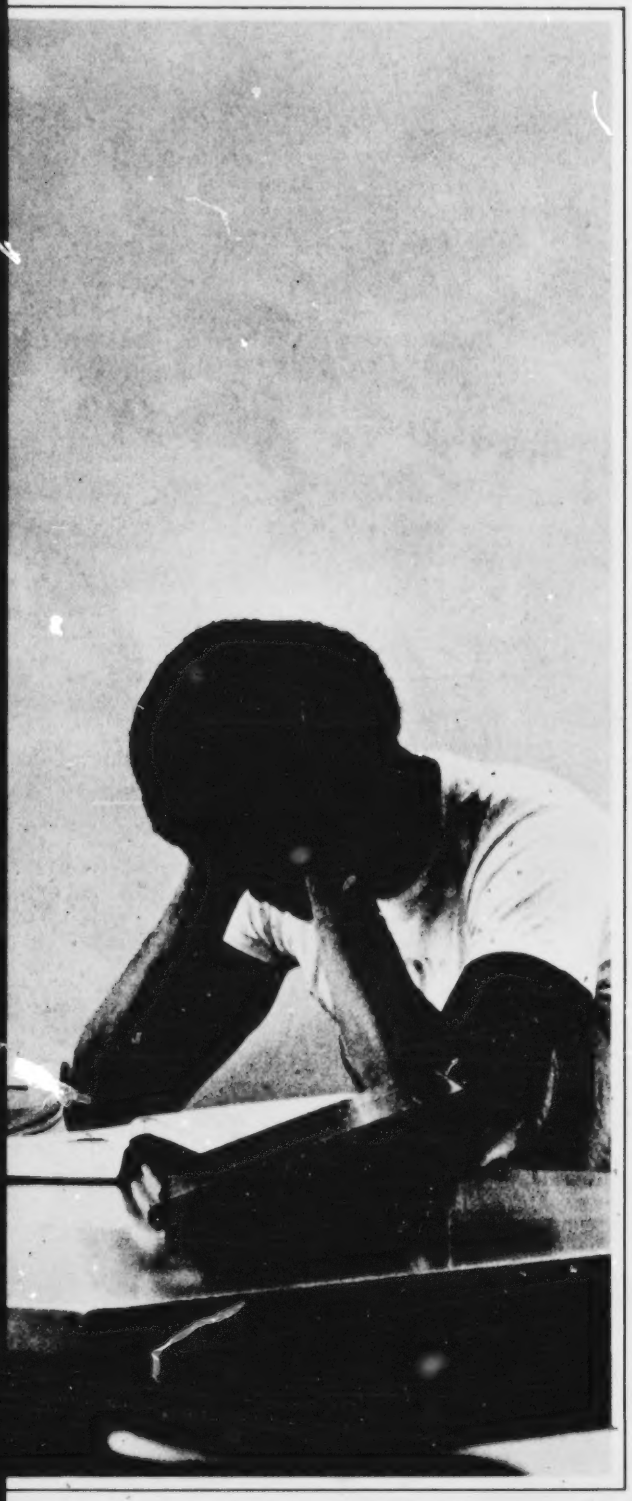
*FTU* serves a metropolitan and urban area having a population of more than a million persons. Thirteen percent of the state's residents live within thirty miles of one of the university's facilities. Enrollment in 1977 was 10,600 undergraduate and graduate students. Approximately 94 percent of the upper-division students, including approximately 700 students at *FTU* resident centers in Cocoa, Daytona Beach, and South Orlando, come from the 11-county service area. The Florida Solar Energy Center, a systemwide research and service facility, is administered by *FTU*.

Florida International University (*FIU*) opened its Tamiami Campus in southwestern Dade County in 1972 with 5,300 students, the largest initial enrollment ever recorded for any upper-division institution. Located in the most populous urban area in the nation not previously served by a public university, *FIU* continues to admit only upper-division undergraduates and beginning graduate students in selected programs. The university is also the institutional base for the university system's External Degree Program.

*FIU* is a university that supports the "return to school" attitude common among "mature adults" throughout the community. The average age of students at the university is 29 years. Most students are employed full or part time and are therefore only in attendance part time. To meet the needs of its primary service area, *FIU* is organized around five professional schools and the College of Arts and Sciences. With a fall, 1977, enrollment in excess of 10,600 students, *FIU* is the fourth largest university in the system. Since its second campus, located in North Miami, opened, *FIU* has served the two largest counties in Florida. Ninety-six percent of its students come from Broward and Dade counties.

Opening in 1972 as an upper-division and beginning graduate institution, the University of North Florida (*UNF*) has the smallest enrollment in the system—4,200 students. All are commuters and live in Duval and surrounding counties. More than half of the students are enrolled in the professional schools of business and education; and the vast majority of these, together with many students in other disciplines, are part-time or inservice students engaged in improving their qualifications and competencies for the careers in which they are currently employed. *UNF* students, on the average, are older than those at the state's other universities, and more than half of them are married. Still in an early stage of its development, the university offers a relatively limited number of degree programs.

# responsibilities of the system...



Goals are essential to successful planning for higher education since they alone give general direction for activities and service, provide an evaluative framework, and establish a means for determining systemwide and institutional priorities. The development of the goals of the state's university system has been guided by the responsibilities assigned to the system by the Florida Constitution and the Florida Statutes.

The Constitution provides **". . . for the establishment, maintenance and operation of institutions of higher learning** and other public education programs that the needs of the people may require."

**Statutory Requirements**

In contrast to the Constitutional provision, the Florida Statutes are more detailed and assign specific responsibilities. The responsibilities of the system prescribed by statute include but are not limited to these:

(1) to train students and faculty for leadership and superior service in public service, science, agriculture, commerce, and industry;
(2) to develop students to well-rounded maturity—physically, socially, emotionally, spiritually, intellectually, and vocationally;
(3) to develop, refine, and teach ethical and cultural values;
(4) to provide the fullest possible realization of democracy in every phase of living;
(5) to teach principles of patriotism, civil obligation, and respect for the law;
(6) to teach the practice of excellence in thought, behavior, and performance;
(7) to develop and teach lawful methods of change and improvement in the existing political and social order;
(8) to provide by study and research for increase of knowledge;
(9) to provide by study and research for development and improvement of technology, production and distribution for increased state production of goods and services; and
(10) to transfer the wealth of knowledge and tradition from one generation to another.

**Goals of the university system**

To satisfy the requirements of the Constitution and the Florida Statutes, the universities must emphasize goals in

responding to the various desires and needs of individuals and of society for instruction, research, and public services. The universities provide opportunities for individuals to acquire knowledge and to develop competencies and skills necessary for leadership, for the improvement of society, for the solution of problems, for earning a living, and for the fullest enjoyment of life. Government, business, and industry obtain from the universities both educated personnel and technical assistance for solving problems. Society at large is thus the beneficiary of knowledge by the universities.

It is a basic commitment of the State of Florida to provide equal educational opportunities and public services of high quality for all residents of the state. To meet that commitment, the state's university system will provide, within commuting distance of most Floridians, opportunities for higher education at upper-division undergraduate and beginning graduate levels; and, in cooperation with community colleges, at lower-division levels as well. Floridians will be provided increased access to a broad range of research and public service capabilities of the university system. As befits a state of the size and significance of Florida, its university system is committed to providing advanced graduate programs and related research of national and international quality and significance. Broadly stated, the goal of the state's university system is to provide efficiently and effectively, through the coordinated efforts of the state's nine universities, high-quality educational opportunities and public services that are responsive to the abilities and needs of Florida's diverse population.

To respond effectively to the diverse needs and desires of Floridians, the state's university system will:

(1) provide, without regard to race or ethnic origin, sex, socioeconomic status, or age, high-quality higher education instruction, research, and public service that are responsive to public educational needs, and shall not deny access solely by reason of handicap;
(2) emphasize instruction, research, and public service programs that are of particular importance to the state;
(3) emphasize the creation and maintenance of an academic environment that stimulates critical and creative thinking and objective analysis of ideas and concepts, attitudes and public issues;
(4) provide geographically convenient access to a broad range of bachelor's degree level and master's degree level programs, thereby meeting the needs of place-bound students;
(5) provide doctoral level programs to meet demonstrated needs of the state and nation;
(6) provide efficient and effective management of the resources entrusted to the system by governmental and private sources;
(7) support coordination, cooperation, and articulation among the appropriate public and private sectors having responsibilities for post-secondary education in Florida and other southeastern states;
(8) increase the quality of services provided by building upon the strengths of existing programs, facilities, and organizational structures; and
(9) encourage distinctiveness among the state's universities by emphasizing and enhancing the programs and services that each university can best provide.

# policy guidelines...

Twenty-five guidelines for the operation and continued development of the state's university system were formulated by the universities' representatives and approved by the Regents. The issues addressed in these guidelines are systemwide in nature. They are organized in the broad categories of instruction, research, and public service; access; quality; organization, management, and coordination. Several guidelines necessarily relate to issues in more than one of these categories.

**Prologue**

This document of the State University System of Florida supersedes the Comprehensive Development Plan of 1969. The purposes of this document and the individual statements of role and scope for the nine universities include (1) revising the priorities of the system to meet the circumstances of Florida in the latter years of the 1970s and the first half of the 1980s and (2) specifying particular contributions of each university to the systemwide objectives. A comprehensive review of the priorities and guidelines established in this document should be initiated not later than 1985.

While this statement of roles and scope is designed to give direction for five to ten years of academic planning, the guidelines should receive continuing evaluation and major unforeseeable events may change the conditions that affect both the system and the universities. Priorities among the guidelines, therefore, should be subject to reappraisal in the light of major unforeseen changes in the environment of educational institutions and practices. Because of Florida's geographical location and culture, such reappraisals should embrace national and international as well as regional and state conditions.

*Policy guidelines 1–3 concern the three primary functions of universities: instruction, research, and public service. These functions are interdependent and mutually supportive; they must exist together at each university or the institution is not truly a university.*

## 1 INSTRUCTION

**Because high-quality instruction is a major goal of the State University System that requires continued emphasis and commitment, each university shall maintain instruction as its highest priority in the use of its resources and shall continually strive to improve the quality of instruction. Research processes and findings, providing mechanisms to improve instruction and new knowledge, shall continue to be regarded as integral parts of the instructional process.**

Students benefit from a university's environment created by the combination of the essential and interdependent functions of instruction, research, and public service. The common presence of these functions contributes to the totality of the learning climate. In combination, these functions result in better student attitudes and more opportunities for learning than classroom instruction alone can encourage or provide. In a university environment, the effects on students of instruction are not wholly separable from the effects of other elements of the environment—research and public service. Furthermore, in the professional activities of faculty and staff, instruction, research, and public service are intimately combined, each enhancing the purposefulness and quality of the others.

Nevertheless, instruction can be identified as now requiring the greatest commitment of resources; among the goals of the university system, instruction has the highest priority. In an earlier period, when the state experienced a phenomenal growth in the demand for higher education, resources provided to the university system were used primarily to make university instruction more accessible. As university enrollments grow more slowly, the university system has the opportunity to improve the quality of instruction at each institution. The instruction of current and future public-school teachers is considered to be of special importance to the State University System.

## 2 RESEARCH

**Because planning for and implementation of the various research programs of the nine universities require a sound basis, the State University System shall provide each university with appropriate research funding to achieve the systemwide objectives of instruction, research, and service. Specifically, the Board of Regents shall allocate research funds in support of the following programs and activities: (1) maintenance and enhancement of faculty competencies, (2) research institutes and centers, (3) basic research, and (4) applied research.**

The nine universities have as their common mission the fostering of scholarship and the advancement of the frontiers of knowledge. These goals are linked inextricably to faculty research activities, and no viable instructional program in higher education can function without such activities. Hence it is necessary

that research and other creative scholarly activities be conducted on all nine campuses and that those activities be appropriately funded, with particular attention to the improvement of classroom instruction techniques and knowledge.

All universities will be eligible for an allocation of funds for (1) research institutes and centers, (2) basic research programs, and (3) applied research programs based on the following criteria:

(1) Public need for the research results.
(2) Demonstrated ability of the staff, equipment, and facilities to accomplish the research objectives.
(3) Opportunities to acquire additional funding through contracts and grants.
(4) Extent to which the conduct of the research will enhance instructional programs.

Some applied research at each university will be directed at the problems of its particular service area; and the demographic, economic, and geographic features of the area will provide guidelines for such applied research at that university.

The allocation of funds to support research or other scholarly activity that is required to maintain faculty competency will be based on the allocation for the instruction that such research sustains.



## 3 PUBLIC SERVICE

**Because public service is a basic responsibility of a university, each university should develop mechanisms to offer the citizens of Florida access to the expertise of its faculty and to its unique educational resources. This service will primarily include the synthesis and dissemination of research results and knowledge and other information that will assist in improving social, economic, political, and cultural conditions.**

Although universities currently offer a great many public services, they might usefully provide more. Better methods of funding would assist the universities in providing additional public services. In some cases, additional funding should be supplied by the special constituency served. Independent of funding from that constituency, a categorical allocation should be made for public service based upon the scope of the demand for services. For services that are more appropriately provided by the community colleges or public schools, the university system does not expect state support, and it will work with those divisions to determine which services are appropriate to each.

Although all education is of service to the public, the categorical allocation is intended to cover activities that make university resources available through avenues other than formal instruction in a post-secondary degree program. Such activities would include the following:

## guidelines relating to access to higher education

*Policy guidelines 4–7 concern access to opportunities for higher education. These guidelines provide a frame of reference for the state's university system in matters of equal educational opportunity, opportunities for adult learners, admission to degree programs, and student fees.*

(1) Community education—that is, noncredit instruction or continuing education: adult education, conferences, refresher courses.
(2) Patient services specifically intended for the community at large: teaching hospitals.
(3) Community services: museums and galleries; visiting artists or concert series; consultation or other service to business, industry, governmental, and community organizations provided by faculty and staff (who may or may not be provided extra reimbursement).
(4) Public broadcasting services.

Each university should undertake to assess the public's needs for services within its assigned service area and to identify the resources available to meet those needs. The unique resources of each institution should be identified and catalogued in a central reference file available for referral when needs arise that the service area's university cannot meet. An assessment of the needs for public services of all service areas should be conducted by the nine universities and coordinated by the Board of Regents.

### 4 EQUAL EDUCATIONAL OPPORTUNITY

**The State University System shall provide access to all programs and services within the system without regard to sex, race, ethnic origin, or creed and shall not deny access solely by reason of handicap. The State University System shall take affirmative action to ensure that traditionally under-represented groups are given every opportunity to benefit from the services of the university system.**

The university system recognizes the benefits that accrue to society, to each university, and to individuals as a result of participation in higher education by members of groups traditionally under-represented. The university system will continue to take affirmative actions designed to increase the development and use of all human resources.

## 5 LIFELONG LEARNING

**Recognizing the current and future needs of society for lifelong educational opportunities, and in anticipation of societal and population changes occasioned by a rapidly changing technology, the State University System shall continue to make educational services more accessible to adults. This will entail assuring that the appropriate services and financial assistance are available to citizens who desire and can profit from the services. Further, the university system will provide leadership in identifying any state statutes or university system procedures or regulations that impede the delivery of educational services to adult learners. When a university identifies needs that would be more appropriately met by a community college or by the public schools, then referrals should be made.**

The term *adult* is used in this context to mean a person who has discontinued formal education as a major daily activity. Such a person is characterized by decreased dependence on others and increased self-directedness.

In order to provide expanded access to services appropriate to the universities for adult learners, institutions of the university system will:

(1) assume responsibility for determining the needs for programs of educational outreach of people in areas served by the universities; and

(2) develop and provide particular and readily accessible educational programs to meet the unique learning needs and interests of special target populations, agencies, and organizations.

As services and financial aid for adult learners are expanded, the Board of Regents will have to judge which categories of services will receive priority. The criteria established by Policy Guideline 5 include not only the individual's desire for further education but also the capacity of the adult to profit from the educational experience as determined both by the nature of the educational service and the characteristics of the recipient.

## 6 UNDERGRADUATE ADMISSIONS

**Recognizing the need to maximize access to the State University System while maintaining the quality of student preparedness, each university shall normally use the minimum uniform standards set by the Board of Regents in admitting students at the undergraduate level. The Board may authorize a university to establish more restrictive standards for all admissions in order to control enrollment within limitations imposed by the Board of Regents or for admission into certain degree programs. Higher admissions standards for specific programs may be established if the university has delineated (1) which programs have restricted admission and (2) the rationale for the restrictions.**

Acceptable rationales may include the following, as examples:

(1) maintenance of quality in the program requiring significantly higher than average costs (costs of expanding the program might be excessive because of the facilities or faculty-to-student ratios required); or

(2) restrictions related to limited availability of community facilities (such as hospitals) or of cooperative relationships (such as internships) necessary for training in the program.

## 7 FEES

**Recognizing that inflationary factors may require occasional adjustments, the Board of Regents shall continue to recommend to the legislature of the State of Florida that student fees be assessed at the lowest possible level. If economically disadvantaged students are to benefit from educational experiences within the State University System, the state must provide a financial assistance program.**

In this policy the Board of Regents recognizes that students should pay a fair share of the costs of higher education since students obtain individual benefits. However, major benefits accrue to the state and to society through factors such as the leadership provided by graduates of state universities and the location and expansion of business and industry within the state because of the availability of college-educated manpower. Such benefits to society make Florida's support of higher education an investment in the future of the state and of the nation. In general, fees should be kept as low as possible to prevent the loss of human resources due to a qualified individual's inability to afford a higher education.

*The state's university system has an opportunity to meet a number of significant special needs through programs of particular importance to the state. These programs address matters of student quality, of students' needs for academic assistance, of prerequisite course needs of students who have transferred into upper-division universities, of the needs for student housing, and of needs of non-Florida and international students.*

*Policy guidelines 8–14 describe the ways in which the universities will respond to these needs.*

## 8 SCHOLASTIC AWARDS

**Recognizing that the State of Florida has a vested interest in maintaining among its citizenry professional standards of the highest quality, the university system shall seek the support necessary to provide special incentive scholastic awards for students who have been identified as having outstanding academic potential in the arts, sciences, and professions.**

Although the state has a continuing commitment to provide access to higher education for all persons who can benefit from it, there is a special need to maintain and develop the talents of individuals who have outstanding potential in any of the various fields of study. A special awards program should be instituted to provide the incentives needed to retain gifted individuals in the state. Retaining such persons within the state's university system would help to increase the quality of the various academic programs involved and would also benefit Florida by increasing the chances that gifted individuals will reside in the state and exercise their special talents here.

## 9 PROGRAMS OF EMPHASIS

**Recognizing that programs of particular importance should receive emphasis at some university in the system, the universities may request special supplemental funding for such programs. Programs recommended by the universities and approved by the Board of Regents as system-recognized programs of emphasis will be eligible for supplemental funding, and legislative support will be sought for the supplement. Eligibility for special supplemental funding will require an internal financial commitment by the host university.**

Each university now gives priority to certain of its academic programs as measured by their actual funding with respect to that funding which is formula-generated by enrollment. This procedure should be encouraged.

System-recognized programs of emphasis would be expected to show university emphasis in addition to supplemental funding. A university would be required to announce a determination to discontinue emphasis of a program at least a year before the program reverted to its regular status.

## 10 SPECIAL ACADEMIC ASSISTANCE

**Recognizing that students generally qualified for admission who are enrolled in the State University System include many who possess special needs that emerge from cultural, economic, or educational backgrounds, each university shall make provisions to provide special academic assistance to students who need particular kinds of help. Such special assistance can be supplemental instruction associated with regular course work or with other classes offered by the institution or in cooperation with community colleges or secondary schools.**

It is recognized that a student may be generally qualified for admission, even gifted in some areas, yet lack specific abilities or skills because of his or her background or experiences. Conversely, a student may enter the university with such superior competencies that he or she is not able to benefit from normal course work to the extent consistent with ability. Therefore, each university should provide the special academic support services that will maximize the opportunity for the individual to succeed or, when possible, to excel. The necessary assistance may vary by university or by department or level within the university. Each department should therefore be involved in identifying the kinds of assistance needed and appropriate mechanisms for providing such assistance.

## 11 GRADUATE ADMISSIONS

**Recognizing that admission to degree programs at the graduate level often involves criteria specific to particular programs, each university may set more restrictive graduate admission standards than those required generally by the Board of Regents. The university shall notify the Board which programs have more restrictive admissions.**

At the graduate level, admission standards established by the Board of Regents are considered minimum standards or guidelines for admission to graduate study. It will be common, however, for admission to a specific degree program to involve additional and more restrictive criteria related to the particular program. Each university will be able to justify the imposition of those additional graduate admission requirements.

## 12 NON-FLORIDA STUDENTS

**Recognizing the diversity that students not presently residing in Florida can add to university student bodies and the benefits of such diversity to the state, the State University System shall admit non-Florida students at each of the nine universities. In view, however, of the financial support provided to the system by the people of Florida, the number of students classified as non-Florida residents should be appropriately limited.**

The learning experiences of university students are broadened and enriched by the presence among them of individuals representing a diversity of geographical, educational, cultural, and ethnic backgrounds. Encouraging attendance of non-Florida students at each of the state's nine universities thus helps to enrich the education of all students. Moreover, the selection of highly qualified students from other states or countries can raise the academic level of the universities and can result in the retention of competent Florida citizens after their graduation. Appropriate limitations, however, will be established to prevent excessive requirements for state financial support. Students within the academic common market or from a state with which Florida has reciprocity will not be included in this limitation.



## 13 INTERNATIONAL ACTIVITIES

**Recognizing the benefits to students and to the state community of international and multicultural educational programs, the State University System shall continue to encourage the development of such programs at all nine universities consistent with other institutional missions, responsibilities to national needs, and the availability of resources. The universities shall offer students the opportunity to develop knowledge and understanding of foreign or different cultures so that they are better prepared to cope in a world where global interdependence is essential to national survival and where encounters with cultural differences are a fact of daily life.**

All universities in the state's university system have some degree of international involvement and are heavily involved in international activities through student exchange programs, study abroad, technical assistance programs, the admission of foreign students, curricular offerings of an international or multicultural nature, and foreign area studies programs. There is obviously a need to develop in students an ability to cope with cultural differences that are encountered within our own society almost daily and with those resulting from contacts with persons abroad. Florida is one of the three most cosmopolitan states in the country, having the third highest number and percentage of persons who are foreign

born and whose first language is not English. The environment of the state, its proximity to the Caribbean and Latin America, its multicultural population, its expanding foreign exports and increasing attractiveness to foreign corporations to locate in Florida, and existing substantial international and multicultural program involvements of the state's universities speak to the need for a high-level policy commitment by the State University System to international and multicultural education.

### 14 UNIVERSITY HOUSING

**Because the housing needs of each university in the system are different, the nature and capacity of any university-operated housing shall be determined by those features unique to each university. The development of new housing should be undertaken only if justified on the basis of programmatic needs, long-range demand projections, and financial feasibility.**

Universities vary in many ways that affect the types and capacity of housing that they need. Some are located in areas where off-campus facilities are limited. Others may have housing available in the community but not within the price range of students who need it most. Still other universities may be in urban areas convenient to adequate and reasonably priced housing.

Certain programs are designed to serve populations from far beyond commuting distance. Others are directed at part-time or place-bound students. For many students entering college for the first time, campus housing has a significant role in their educational development.

Proposals to increase or provide housing on a campus should be accompanied by an analysis covering such factors as these:

(1) projected population changes within the institution's service area;
(2) age and marital status of students;
(3) changes in the proportion of full-time and part-time students;
(4) availability and cost of private housing;
(5) projection of demand by type of resident;
(6) changes in academic programs which affect demand for housing;
(7) funding plan, including an operating cost and rental rate schedule over an extended period.

As the university determines its role relative to housing, it should consider the ways in which campus housing can provide opportunity for students to experience the educational enrichment that can be developed in an academic living-learning environment and can increase access to the university for students who are restricted in their ability or desire to commute to school.

*The Board of Regents, its staff, and each university are responsible to the citizens of Florida and to the state's elected officials for the efficient and effective use of human and material resources in providing access to high quality services. Through governance, coordination, management, and administration, the state's university system must demonstrate that the state's resources are utilized to provide high-quality instruction, research, and public services that respond to the needs and priorities of Floridians.*

*Policy guidelines 15–25 specifically address coordination, administration, duplication of programs, doctoral programs, degrees, course offerings, service area responsibilities, articulation with community colleges, costs of branch campuses and centers, and contracts for services with independent institutions.*

## 15 COORDINATION

**Recognizing that university services should be more accessible and more efficiently provided, the State University System shall strive to increase coordination of the nine universities' efforts to provide services. Forms of coordination to avoid unnecessary program duplication may range from elimination, realignment, or specialization to cooperative activities.**

Coordination of the educational efforts of the nine universities offers many advantages. These include the avoidance of unnecessary duplication and the provision of special services that a single university could not justify. Such advantages constitute the grounds for maintaining a state university system instead of allowing each public university to function autonomously. Some kinds of cooperation that are not feasible for all nine universities—such as complementary courses to round out a curriculum or the sharing of faculty—become an effective means of providing services when practiced by two or three universities with common geography or mission. The universities will continue to find ways in which the coordination of their programs will enhance the role of the state's university system.

## 16 DECENTRALIZATION

**Recognizing that the primary functions of the Board of Regents are governance and coordination, the Chancellor of the State University System shall administer only activities that can neither be assigned to one or more universities nor conducted efficiently and effectively in a decentralized mode. Some services may be performed by one or more universities for and on behalf of the State University System with appropriate funding for that purpose. Services should be performed at the most decentralized level consistent with effectiveness and efficiency.**

Educational services of the State University System are administered and provided by the individual or cooperative efforts of the nine universities. The delivery or administration of such services is not properly the function of the Board of Regents or of the central office staff. To assist in maintaining the delivery of services responsive to individual and state needs, authority and responsibility for their administration should remain as close as practical to the delivery of such services. This includes the administration and operation of systemwide services by one or more institutions.

## 17 DUPLICATION OF BACHELOR'S AND MASTER'S DEGREE PROGRAMS

**Recognizing the need to make as many programs as possible accessible to place-bound students, the State University System should duplicate bachelor's and master's degree programs in different areas of the state when the advantages of duplication significantly outweigh the increased costs. Bachelor's and master's degree programs which, in order to maintain high quality, require large investments in specialized equipment and facilities or a large number of specialized faculty, should not be offered in every university. Certain highly specialized programs should be offered at only one location.**

Many individuals who are place-bound by family or work-related factors have needs for instructional services at the bachelor's or master's degree levels. The state's university system should therefore allow duplication of programs when the demands are sufficient to assure that cost levels are reasonable and that program quality can be maintained. When the Board of Regents determines that resource requirements are excessive or that student or employer demand is inadequate, or both, programs will be offered by a limited number of universities, in some cases by one or two institutions only. When program duplications are proposed, consideration should be given, in addition to these factors, to the potential impact of duplicate programs upon similar programs at other institutions.

## 18 DOCTORAL PROGRAMS

**Recognizing that student demand for new doctoral programs will not increase significantly in the immediate future, the State University System must be concerned with the continuation of current doctoral programs and the initiation of new doctoral programs. Some shift of doctoral programs from one institution to another may be necessary based on role and scope determinations, and some low-demand programs may need to be consolidated or eliminated. However, it is not anticipated that major shifts will occur from one institution to another, and the State University System shall continue to offer most of its present comprehensive range of advanced graduate degree programs with related research activities where they now exist. New or additional advanced graduate degree programs with related research activities may be authorized when certain factors are appropriately considered. These factors should include (1) demand from students who are place bound, (2) other needs of the local area, (3) special characteristics of the university or the resources of the area that facilitate service with reference to state, national, or international needs, and (4) evidence that an appropriate cooperative degree program would not meet the need.**

In general, studies indicate that current doctoral programs are adequate to supply the demands of the national labor market.

Since the resources required to support high-quality doctoral programs are great, and since there is no demonstrable need for larger numbers of Ph.D.s than are being granted, the policy of the State University System is to approve few new doctoral programs and to consolidate or eliminate programs that experience significantly declining demands. Unique conditions, however, may justify the development of a restricted number of doctoral programs in some universities. These conditions might include factors such as a specialized need of a particular metropolitan area that cannot be met by existing programs, or the availability of certain unique or specialized human, geographical, or other resources such as the *USF* Medical School and the associated clinical facilities of the community. In general, it is anticipated that doctoral programs which are justified and established in urban universities will be primarily in response to the needs of place-bound professionals and that primarily residential doctoral programs will continue to be located at *FSU* and *UF*.



## 19 CRITERIA FOR NEW PROGRAMS AND PERIODIC REVIEW

**To further the objectives of Policy Guidelines 17 and 18, the following factors shall be addressed in (1) the evaluation of university proposals for new academic programs and (2) periodic review of academic programs that are not a part of the basic core common to most universities:**

**(1) role and scope of the institution;**
**(2) unique resources or capabilities of an institution with respect to a program;**
**(3) requirements and availability of specialized relationships with business, industry, government, or other institutions;**
**(4) characteristics and geographic sources of students to be served;**
**(5) nature and location of employment opportunities;**
**(6) articulation of the proposed program with other programs within the university and with similar programs in other public and private institutions;**
**(7) impact of the program on other public and private institutions measured against the particular student and community need for access;**
**(8) access to the program through the Southern Regional Educational Board or other contractual arrangements;**
**(9) program quality;**
**(10) program cost.**

The criteria will be used by the central office staff, interinstitutional committees, and consultants to the Board in their preparation of recommendations to the Board of Regents. The Board should insure that the application of these criteria is objective and when appropriate should use consultants from outside the State University System to carry out these evaluations.

## 20 ASSOCIATE OF ARTS DEGREE

**Recognizing that the awarding of degrees at levels below that of the bachelor's degree is the responsibility of the community colleges, the universities of the State University System will not normally award such degrees. However, upon the request of a student in a bachelor's degree program at a four-year university who has completed the equivalent of an Associate of Arts degree, such a degree may be awarded.**

Florida has a well-established public community college system which offers a broad range of instructional programs at levels beneath the bachelor's degree level. This has allowed the state's university system to give highest priority to student access at the upper-division levels. This guideline emphasizes that, although universities having lower divisions may award the Associate of Arts degree at the request of students who have completed the necessary requirements during their pursuit of a bachelor's degree, the institutions will not normally develop programs designed to serve students who are interested in obtaining an Associate of Arts degree primarily.

Furthermore, specialized programs such as those resulting in Associate of Science degrees will not normally be offered by any university. These programs are usually developed to satisfy career needs in fields for which further academic study resulting in a bachelor's degree is not anticipated. An exception to this guideline may occur in a specialized field which requires resource commitments too excessive to justify development of only a two-year program, but which can be justified in conjunction with a related four-year program. An example of this type of exception might be a two-year program in veterinary technology, which would require considerable resources of land, animals, and equipment.

## 21 COURSES AT UPPER-DIVISION UNIVERSITIES

**Recognizing that upper-division universities must require students transferring into their degree programs to meet upper-division classification requirements, these universities should nevertheless provide the range of courses necessary for students who lack certain prerequisites to complete their degree requirements if the courses are not otherwise conveniently available.**

Community college and other transfer students who have entered upper-division universities may lack certain prerequisites for degree requirements in circumstances such as (1) the college from which the student transferred did not offer those prerequisite courses necessary for upper-division study in a given discipline, or (2) the upper-division student elected to change the major fields of study because of a changing job market. The upper-division university should assure that the necessary courses are available to alleviate the difficulties experienced by students in such circumstances. Upon identifying the need for a lower-division course, if the university cannot make arrangements for another institution to provide the course as needed, it may offer the course in its own facilities. According to the local situation, the necessary courses could be provided by contract with a community college or be taught by regular university staff.

## 22 RESPONSIBILITY FOR OFF-CAMPUS SERVICES

**Recognizing the state's need for off-campus instruction and public service appropriate to a university and a need to avoid unnecessary duplication of responsibility, the State University System will divide the state into seven geographical service areas, and each university except UF and FSU will be assigned the responsibility of coordinating the delivery of such off-campus services in its area. Except for UF and FSU, each university will be assigned a primary service area and for a limited number of special programs any university may be assigned additional service areas. The University of Florida and Florida State University will provide public service on their respective campuses and in their local communities. All nine universities shall make their unique resources and capabilities available to all citizens and may conduct seminars and conferences and otherwise deliver public service outside their geographic areas under the coordination of the university responsible for the area. For most activities this coordination will take the form of simple approval with appeal to the Board of Regents central office if differences occur. Also, for some disciplines the coordination may take the form of continuing approval for a university to deliver courses outside its service area. The activities of the cooperative extension service will continue to be the responsibility of the Institute of Food and Agricultural Sciences of the University of Florida without regard to the geographical area in which those activities occur.**

Table 1 proposes an assignment of service area responsibilities in accordance with the above policy guideline.

The intent of this guideline is to assure an adequate response to the educational needs of each section of the state. To this end, seven universities—Florida A&M University, University of South Florida, Florida Atlantic University, University of West Florida, Florida Technological University, Florida International University, and University of North Florida—are assigned the primary responsibility for identifying the off-campus educational needs and coordinating the delivery of services to meet those needs in their respective geographical service areas. The exception to their range of responsibilities will occur for specialized programs which exist only at one university. In particular, the University of Florida will have statewide responsibility for agricultural extension, dentistry, and veterinary medicine.

The central office of the Board of Regents will monitor the process of response to educational needs and will resolve any ambiguities in the assignment of these tasks to the several universities.

## 23 LOCATION OF BRANCH CAMPUSES AND CENTERS

**Recognizing the need to improve the articulation between community colleges and the state's universities, and the need to make university services more accessible to the citizens of Florida, the State University System, to the maximum extent possible, shall locate any new university branch campus or resident center site in conjunction with already existing community colleges. Where existing upper-division campuses and centers now exist, the community colleges should be invited to develop on those sites jointly used facilities and integrated academic programs.**

The state's university system already has a main campus, branch campus, or resident center located within fifty miles of over 96 percent of all Floridians. Hence, few if any completely new branches or centers will be established. Some, however, may be relocated and expanded to serve community needs better; and there continues to be a possibility that some new centers may be needed. To facilitate access to public higher education, Florida has established both a community college system and a university system. The two systems have developed provisions to ensure convenient articulation. By providing community college and university services at a single location or at adjacent locations, the convenience to the student is increased and procedures to ensure smooth articulation can more easily be developed (See also Policy Guideline 21). Arrangements may result in savings in facility and land costs and may provide the students with better services.

## 24 SUPPORT OF BRANCH CAMPUSES AND CENTERS

**Recognizing the need to provide geographically convenient access to university services, the State University System has established branch campuses and centers separate from the primary campuses. To meet the incremental costs of operating these separate branches and centers, the State University System will seek funds, on a continuing basis, to cover these costs. Commitments from the Legislature to cover the incremental costs of new branches and centers will be sought prior to approving the establishment of such branches and centers.**

Although making educational services available at branch campuses and centers is an important means of providing accessibility for place-bound students, it results in continuing incremental costs of operation. These costs relate to providing similar services to smaller numbers of students than normally occur on the primary university campuses. Therefore, to prevent the erosion of institutional resources and quality and to support those incremental costs, legislative commitment to provide for such costs will be sought before additional branches or centers are approved.

## 25 CONTRACTING

**Recognizing both the need to prevent unnecessary duplication between State University System institutions and independent colleges and universities and the need to increase accessibility to a broad range of quality programs in an efficient, effective, and economical manner, the State University System will utilize the option of contracting for instructional services and facilities or both in those programs or areas where the needs of the state and student can thereby be met at a lower cost or greater benefit. In evaluating the contracting option, consideration will be given to (1) statewide and local demand for the program, (2) program quality, (3) relative cost differentials for the state and the student, and (4) impact upon public and independent institutions, particularly those in the immediate area.**

It is suggested that diversity is a strength in U.S. higher education. Independent colleges and universities have played a major role in that diversity. Although this policy is proposed upon the principles of efficiency, effectiveness, and economy, it also has a potential for contributing to the diversity of higher education by cooperative efforts with independent institutions and out-of-state institutions.

For this endeavor to be successful, it will be necessary for all parties involved (including the independent institutions in the immediate area) to participate in a common program review process to ensure quality and need and to prevent overexpansion. Similarly, a cost analysis which utilizes the same methodology will be necessary to determine that the goals of efficiency, effectiveness, and economy are being realized.

**Table 1. Proposed university service areas to meet off-campus needs**

| *Community College Districts* | *Public School Districts* |
|---|---|
| ***University of West Florida*** | |
| Pensacola Junior College | Escambia Cty., Santa Rosa Cty. |
| Okaloosa-Walton Junior College | Okaloosa Cty., Walton Cty. |
| Gulf Coast Community College | Bay Cty., Gulf Cty. |
| Chipola Junior College *(shared)* | Holmes Cty., Washington Cty. |
| ***Florida A&M University*** | |
| Tallahassee Community College | Leon Cty., Gadsden Cty., Wakulla Cty. |
| Chipola Junior College *(shared)* | Jackson Cty., Calhoun Cty., Liberty Cty. |
| North Florida Junior College | Madison Cty., Hamilton Cty., Jefferson Cty., Lafayette Cty., Suwannee Cty., Taylor Cty. |
| Lake City Community College | Columbia Cty., Baker Cty., Dixie Cty., Gilchrist Cty., Union Cty. |
| | *Franklin Cty. |
| ***University of North Florida*** | |
| Florida Junior College at Jacksonville | Duval Cty., Nassau Cty. |
| Santa Fe Community College | Alachua Cty., Bradford Cty. |
| St. Johns River Community College | Putnam Cty., Clay Cty., St. Johns Cty. |
| ***Florida Technological University*** | |
| Central Florida Community College | Marion Cty., Citrus Cty., Levy Cty. |
| Daytona Beach Community College | Volusia Cty., Flagler Cty. |
| Seminole Community College | Seminole Cty. |
| Lake-Sumter Community College | Lake Cty., Sumter Cty. |
| Valencia Community College | Orange Cty., Osceola Cty. |
| Brevard Community College | Brevard Cty. |
| ***University of South Florida*** | |
| Pasco-Hernando Community College | Hernando Cty., Pasco Cty. |
| St. Petersburg Junior College | Pinellas Cty. |
| Hillsborough Community College | Hillsborough Cty. |
| Polk Community College | Polk Cty. |
| South Florida Junior College | Highlands Cty., Hardee Cty. |
| Manatee Junior College | Manatee Cty. |
| Edison Community College | Lee Cty., Charlotte Cty., Collier Cty. |
| | *Sarasota Cty., *DeSoto Cty., *Glades Cty., *Hendry Cty. |
| ***Florida Atlantic University*** | |
| Indian River Community College | St. Lucie Cty., Indian River Cty., Martin Cty., Okeechobee Cty. |
| Palm Beach Junior College | Palm Beach Cty. |
| Broward Community College *(shared)* | Broward Cty. |
| ***Florida International University*** | |
| Miami-Dade Community College | Dade Cty. |
| Broward Community College *(shared)* | Broward Cty. |
| Florida Keys Community College | Monroe Cty. |

**indicates counties not in a community college district.*

# the appendices...

## Appendix I

### Assumptions and Related Data Underlying the Development of Systemwide Policy Guidelines

Analysis of the issues addressed in this document was directed by a number of assumptions about the future of the state's university system. Several of these assumptions were numerically based, and state or national projections and/or historical trends were available. Those assumptions and the related data are provided in this appendix.

**Assumption**

Growth in the traditional college-age population will level off, even in an in-migration state; the years ahead will see university enrollments grow more slowly than previously.

**Related Data**

*Trends in Education for United States and Florida*
*1965–66 to 1985–86*[a]

| | 1965–66 | 1975–76 | Percent Change 1965 to 1975 | 1985–86 | Percent Change 1975 to 1985 |
|---|---|---|---|---|---|
| United States | | | | | |
| High School Graduates | 2,632,000 | 3,135,000 | 19 | 2,681,000 | −14 |
| Public | 2,334,000 | 2,825,000 | 21 | 2,371,000 | −16 |
| Nonpublic | 298,000 | 310,000 | 4 | 310,000 | 0 |
| Florida | | | | | |
| High School Graduates | 67,686 | 92,104 | 36 | | |
| Public | 63,780 | 88,932 | 39 | 88,886 | 0 |
| Nonpublic | 3,906 | 6,420 | 65 | NA | |

*Florida*
*Population Projections by Age Group*
*(Division of Population Studies, 1977)*[b]

| Age | 1977 | 1980 | 1985 |
|---|---|---|---|
| 15–19 | 750,635 | 748,486 | 731,148 |
| 20–24 | 689,351 | 746,790 | 775,829 |

*Trends in Average Daily Membership (ADM) in Public Schools (Grades 1–4) And College Implication*[c]

| Year | ADM | % Increase or (Decrease) Over Previous Years | Year of Implication for College |
|---|---|---|---|
| 1963–64 | 449,443 | | 1975–76 |
| 1964–65 | 459,370 | 2.21 | 1976–77 |
| 1965–66 | 469,578 | 2.22 | 1977–78 |
| 1966–67 | 477,970 | 1.79 | 1978–79 |
| 1967–68 | 484,330 | 1.33 | 1979–80 |
| 1968–69 | 490,175 | 1.21 | 1980–81 |
| 1969–70 | 496,194 | 1.23 | 1981–82 |
| 1970–71 | 490,922 | (1.07) | 1982-83 |
| 1971–72 | 483,106 | (1.62) | 1983–84 |
| 1972–73 | 478,712 | ( .92) | 1984–85 |
| 1973–74 | 473,483 | (1.10) | 1985–86 |
| 1974–75 | 457,741 | (3.44) | 1986–87 |
| 1975–76 | 454,384 | ( .74) | 1987–88 |

**Assumption**

The enrollment mix in the future will contain larger proportions of lifelong learners and place-bound, part-time students. Such students will require flexible scheduling and a diversity of programs, especially at the bachelor's and master's degree levels.

Demands for inservice education will increase, in contrast to past experience where demands for preservice education were basic. Demands for inservice education will be greater for universities located in large urban areas than for the less urban, residential institutions.

**Related Data**

*State University System of Florida: Growth in Percentage of Part-Time Students*[d]

| Fall Term in | Percent Part-Time | Percent Full-Time |
|---|---|---|
| 1974 | 22.1 | 77.9 |
| 1975 | 22.9 | 77.1 |
| 1976 | 23.1 | 76.9 |
| 1977 | 24.4 | 75.6 |

*Florida Public Community Colleges*
*Changes in Enrollment of First Time In College Students*
*1973–1977*[e]

| Year | Previous Year High School Graduation Including Early Admission | Other | Total |
|---|---|---|---|
| 1973 | 28,581 | 20,613 | 49,194 |
| 1974 | 27,058 | 21,651 | 48,709 |
| 1975 | 25,978 | 23,982 | 49,960 |
| 1976 | 26,981 | 22,406 | 49,387 |
| 1977 | 26,742 | 26,175 | 52,917 |
| Change over the Period | −6.4% | 27.0% | 7.6% |

*United States College and University Enrollments*
*Four-Year Institutions*[f]
*(In Thousands)*

| | 1967 | 1969 | 1971 | 1973 | 1975 | 1977 | 1979 | 1981 | 1983 | 1985 |
|---|---|---|---|---|---|---|---|---|---|---|
| Full-Time | 3,972 | 4,442 | 4,787 | 4,808 | 5,135 | 5,315 | 5,408 | 5,406 | 5,276 | 4,995 |
| Part-Time | 1,426 | 1,506 | 1,676 | 1,870 | 2,179 | 2,367 | 2,517 | 2,627 | 2,667 | 2,628 |

*Selected Data From a Survey of Floridians Conducted For*
*The Outreach Commission Report*[g]

*Age by "Do You Wish To Learn A Skill Or Take A Course?"*
*(From Table 32)*

| Age Category | Responses (Percentages) Yes | No |
|---|---|---|
| College Age | 49 (64%) | 27 (36%) |
| Labor Force | 169 (59%) | 119 (41%) |
| Pre-Retirement | 91 (34%) | 175 (66%) |
| Older Population | 48 (24%) | 149 (76%) |
| Totals | 357 (43%) | 470 (57%) |

*Preferred Method of Study*
*(From Table 29)*

| | Lecture | Workshop | Self-Study | Tutor | Group | On-The-Job Training | Others | Total |
|---|---|---|---|---|---|---|---|---|
| Responses | 104 | 71 | 45 | 43 | 19 | 62 | 20 | 364 |
| Percent | 28.6 | 19.5 | 12.4 | 11.8 | 5.2 | 17.0 | 5.5 | 100.0 |

*Preferred Location of Instruction*

| | Campus | Local School | Community Center | On-The-Job | Home | Others | Total |
|---|---|---|---|---|---|---|---|
| Responses | 132 | 65 | 47 | 63 | 40 | 18 | 365 |
| Percent | 36.2 | 17.8 | 12.9 | 17.3 | 11.0 | 4.9 | 100.0 |

**Assumption**

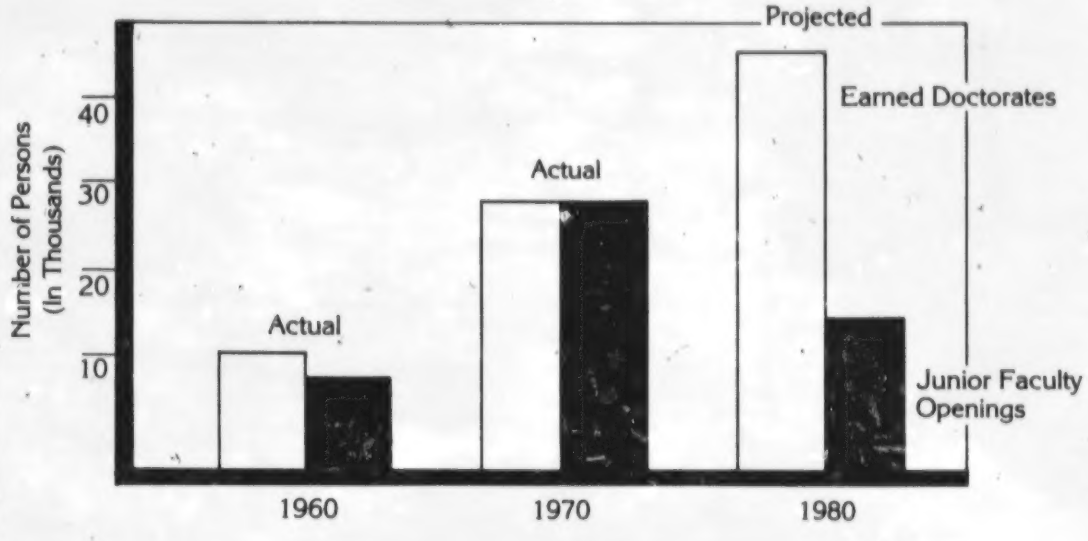
Student demand for doctoral programs is not expected to increase significantly in the immediate future.

**Related Data**

*Advanced Graduate*
*FTE Enrolled Fall Quarter, E & G*

| 1970 | 1971 | 1972 | 1973 | 1974 | 1975 | 1976 | 1977 (Prelim) |
|---|---|---|---|---|---|---|---|
| 2,433 | 2,393 | 2,591 | 2,445 | 2,045 | 1,740 | 1,771 | 1,800 |

*Comparison of Earned Doctorates Awarded with Junior Faculty Openings in Higher Education*[h]
*(68.6% of Ph.D.'s have gone into higher education)*




*United States*
*Degrees Awarded*[i]

| | 1967–68 | 1969–70 | 1971–72 | 1973–74 | 1975–76 | 1977–78 | 1979–80 | 1981–82 | 1983–84 | 1985–86 |
|---|---|---|---|---|---|---|---|---|---|---|
| Doctor's | | | | | | | | | | |
| Men | 20,183 | 25,890 | 28,090 | 27,365 | 27,000 | 28,000 | 26,000 | 27,000 | 28,000 | 28,000 |
| Women | 2,906 | 3,976 | 5,273 | 6,451 | 8,000 | 9,000 | 10,000 | 12,000 | 13,000 | 14,000 |
| Total | 23,089 | 29,866 | 33,363 | 33,816 | 35,000 | 37,000 | 36,000 | 39,000 | 41,000 | 42,000 |

**References for Appendix I**


[a] Monday Report, Special Edition, Florida Department of Education, November 1, 1977.

[b] *Division of Population Studies,* University of Florida, July 15, 1977.

[c] Annual Enrollment Reports, Florida Department of Education.

[d] Fall Student Data Course Files.

[e] *Analysis of Opening Fall Enroliments,* Division of Community Colleges, December 1, 1977.

[f] *The Chronical of Higher Education,* September 19, 1977.

[g] *Access to Knowledge,* Volume II, 1976, Report of the Florida Commission on Educational Outreach and Service.

[h] Cartter, Allan M. *Ph.D.'s and the Academic Labor Market.* New York, McGraw-Hill, 1976.

## Characteristics of Universities

| | UF | FSU | FAMU | USF | FAU | UWF | FTU | FIU | UNF |
|---|---|---|---|---|---|---|---|---|---|
| *Environment* (County of Main Campus) | | | | | | | | | |
| Population (July 1, 1976)[j] | 131,552 | 133,663 | 133,663 | 600,715 | 488,044 | 225,575 | 420,552 | 1,449,300 | 579,661 |
| Population Density (no./sq. mi.) (July 1, 1976)[j] | 143.6 | 199.5 | 199.5 | 578.7 | 241.2 | 339.2 | 462.1 | 709.7 | 756.7 |
| Fraction of population under age 44 (July 1, 1975)[j] | 79.3 | 80.4 | 80.4 | 69.7 | 56.4 | 72.6 | 68.3 | 61.9 | 71.6 |
| Per capita income 1974 (in $)[k] | 4,588 | 4,743 | 4,743 | 4,945 | 6,622 | 4,559 | 5,664 | 6,266 | 5,416 |
| *University Structure* | | | | | | | | | |
| Established (year)[l] | 1853 | 1857 | 1887 | 1956 | 1961 | 1963 | 1963 | 1965 | 1965 |
| Size of campus (acres)[l] | 2,000 | 346 | 419 | 1,695 | 1,000 | 1,175 | 1,227 | 344 | 1,000 |
| Number of branches and centers | | 2 | | 4 | 2 | 2 | 3 | 1 | |
| Percent of credit hours taken on main campus[b] | 99.6 | 98.7 | 97.2 | 86.7 | 87.8 | 86.2 | 92.5 | 89.4 | 91.9 |
| Library inventory, est. June 1976 (in thousands of volumes)[m] | 1,405 | 1,395 | 322 | 717 | 294 | 310 | 218 | 250 | 184 |
| Number of approved degree programs*[o] | 131 | 112 | 64 | 91 | 65 | 61 | 87 | 86 | 47 |
| Number of doctoral degree programs**[o] | 56 | 66(1) | | 10(2) | 8(6) | 2(2) | 3(3) | | 2(2) |
| % of students living in campus housing**[n] | 37.1 | 31.2 | 32.4 | 12.9 | 14.6 | 14.5 | 3.8 | | |
| Number of alumni (degree recipients) living in Fla.[m] | 58,203 | 41,120 | 9,571 | 25,406 | 18,000 | 7,174 | 5,426 | 4,114 | 1,840 |
| Institutions having lower divisions | X | X | X | X | | | X | | |
| Lower Level SCH's taken by Upper Level students as a percentage of their total SCH's. | 27.8 | 19.5 | 21.3 | 16.8 | | | 14.2 | | |
| Grade Distribution (by percent)[p] | | | | | | | | | |
| A's | 23.7 | 29.6 | 22.5 | 25.5 | 31.5 | 26.2 | 28.2 | 26.5 | 29.3 |
| Failing grades | 2.0 | 3.8 | 5.7 | 4.8 | 2.6 | 2.2 | 3.5 | 7.1 | 2.8 |
| *All Units* | | | | | | | | | |
| Percent of Florida students from off-campus service area[b]**** | | | | | | | | | |
| Upper | | | 45.0 | 79.3 | 83.1 | 84.7 | 94.3 | 96.7 | 95.6 |
| All students | | | 45.2 | 79.6 | 85.0 | 87.4 | 94.7 | 96.7 | 95.3 |
| Number of counties contributing more than: | | | | | | | | | |
| 2.5% of Florida enrollment[b] | 9 | 9 | 9 | 9 | 3 | 4 | 4 | 2 | 3 |
| 5% of Florida enrollment[b] | 5 | 5 | 4 | 2 | 3 | 4 | 4 | 2 | 2 |

*One discipline which is offered at more than one level (e.g., B.A. and M.A.) counts as a single program. Cooperative degree programs are included.

**Cooperative degree programs are included in the total and are listed separately in parentheses.

***Includes fraternities and sororities.

****Service area defined for off-campus education. Not applicable to UF and FSU.

## *Enrollment—Headcount and FTE*

| | Educational and General | | | | | | | | | Special Units | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | UF | FSU | FAMU | USF | FAU | UWF | FTU | FIU | UNF | UF Health* | UF IFAS | USF MED |
| Fall 1977 Headcount:[h] | | | | | | | | | | | | |
| Unclassified | 1,363 | 1,393 | 383 | 3,116 | 1,588 | 797 | 1,458 | 2,871 | 725 | 138 | 131 | 0 |
| Lower Level | 9,125 | 6,149 | 4,063 | 5,310 | 0 | 0 | 2,504 | 0 | 0 | 4 | 24 | 31 |
| Upper Level | 11,730 | 9,373 | 1,369 | 11,714 | 4,630 | 3,525 | 5,644 | 6,995 | 2,715 | 792 | 970 | 195 |
| Beginning Graduate | 2,589 | 3,034 | 123 | 2,120 | 1,005 | 725 | 984 | 997 | 798 | 169 | 312 | 7 |
| Advanced Graduate | 1,630 | 1,126 | 0 | 248 | 106 | 0 | 15 | 0 | 0 | 82 | 260 | 11 |
| Professional | | | | | | | | | | 768 | 0 | 253 |
| Total | 26,437 | 21,075 | 5,938 | 22,508 | 7,329 | 5,047 | 10,605 | 10,863 | 4,238 | 1,953 | 1,697 | 497 |
| Percent Change in Final Fall Headcount 1977 over 1976: | | | | | | | | | | | | |
| Unclassified | 41.4 | (6.5) | (83.0) | 5.3 | 8.2 | (3.8) | 32.5 | 61.5 | (9.9) | | | |
| Lower Level | 15.3 | (2.7) | 40.9 | 0.3 | | | 2.9 | | | | | |
| Upper Level | 5.8 | (1.5) | (40.8) | 3.2 | 4.5 | 2.5 | 10.3 | (5.7) | 3.8 | | | |
| Beginning Graduate | (9.6) | 1.7 | 2.5 | (2.4) | 0.1 | 2.7 | 15.2 | (0.6) | (0.5) | | | |
| Advanced Graduate | 19.3 | 5.4 | | (5.2) | 15.2 | | | | | | | |
| Total | 9.4 | (1.4) | 5.4 | 2.1 | 4.8 | 1.5 | 11.6 | 6.7 | 0.6 | | | |
| 1976–77 Four Quarter Average Course Level FTE: | | | | | | | | | | | | |
| Lower Level | 6,801.3 | 4,222.8 | 1,977.8 | 3,493.2 | | | 1,477.0 | | | 27.5 | 148.5 | |
| Upper Level | 8,189.7 | 7,363.5 | 1,803.0 | 8,071.6 | 3,264.9 | 2,764.1 | 4,072.4 | 5,448.9 | 1,798.5 | 599.2 | 690.1 | 121.8 |
| Graduate Classroom | 3,053.6 | 3,109.3 | 391.9 | 1,838.8 | 956.6 | 620.6 | 646.4 | 868.7 | 663.8 | 184.2 | 163.2 | 12.6 |
| Thesis/Dissertation | 387.4 | 201.0 | | 70.8 | 24.8 | 5.2 | 9.3 | | | 37.5 | 104.0 | .1 |
| Professional | | | | | | | | | | 645 | | 221 |
| Total | 18,432.0 | 14,896.6 | 4,172.7 | 13,474.4 | 4,246.3 | 3,389.9 | 6,175.1 | 6,317.6 | 2,462.3 | 1,493.4 | 1,105.8 | 355.5 |

*Includes UF Veterinary Medicine

## Students—Admissions and Other Descriptions

| | Educational and General | | | | | | | | | Special Units | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | UF | FSU | FAMU | USF | FAU | UWF | FTU | FIU | UNF | UF Health | UF Vet. Med. | UF IFAS | USF Medical |
| Ratio of students accepted to number applying[c] (All Units) | .349 | .647 | .814 | .687 | .815 | .885 | .805 | .681 | .832 | | | | |
| Ratio of students registered to number accepted[c] (All Units) | .822 | .652 | .664 | .640 | .823 | .822 | .673 | .815 | .897 | | | | |
| Median student age[a] | | | | | | | | | | | | | |
| Unclassified | 25 | 27 | 29 | 29 | 30 | 30 | 30 | 29 | 30 | 25 | | 25 | |
| Lower | 19 | 19 | 19 | 19 | | | 19 | | | | | 20 | 26 |
| Upper | 21 | 21 | 21 | 22 | 23 | 23 | 23 | 24 | 27 | 22 | | 22 | 23 |
| Beginning Grad. (& Professional) | 24 | 25 | 24 | 28 | 28 | 29 | 29 | 29 | 29 | 24 | 24 | 26 | 23 |
| Advanced Graduate | 29 | 30 | | 28 | 34 | | | | | 28 | | 31 | 27 |
| Total | 21 | 21 | 21 | 22 | 25 | 26 | 23 | 25 | 28 | 23 | 24 | 23 | 23 |
| Percent of students over age 25[a] | 15.7 | 20.1 | 17.7 | 32.6 | 48.0 | 50.0 | 36.3 | 50.8 | 63.2 | | | | |
| Percent of students with age indicating normal progression from secondary school[a] | | | | | | | | | | | | | |
| Lower (18–20) | 92.3 | 87.9 | 70.0 | 78.6 | | | 76.8 | | | | | | |
| Upper (20–22) | 71.8 | 71.2 | 62.9 | 48.9 | 40.6 | 42.1 | 44.2 | 32.5 | 24.0 | | | | |
| Percent of out-of-state students[b] (by fee classification) | | | | | | | | | | | | | |
| Unclassified | 6.6 | 7.9 | 3.2 | 4.9 | 6.4 | 3.2 | 4.8 | 3.8 | 1.7 | 11.9 | | 16.7 | 0 |
| Lower | 8.3 | 9.5 | 14.2 | 17.6 | | | 7.1 | | | | | 4.0 | 10.0 |
| Upper | 3.2 | 3.1 | 3.6 | 4.8 | 7.2 | 2.6 | 2.9 | 8.4 | 1.5 | .8 | | 5.9 | 1.4 |
| Beginning Graduate | 14.6 | 21.1 | 10.0 | 6.4 | 5.4 | 5.4 | 3.3 | 8.5 | 2.6 | 8.1[a] | | 47.0 | 0 |
| Advanced Graduate | 20.3 | 20.9 | | 8.2 | 2.0 | | | | | 14.7 | | 51.8 | 0 |
| Professional | | | | | | | | | | 4.3[a] | .8 | 0 | 0 |
| Total | 7.2 | 8.8 | 10.2 | 8.1 | 6.7 | 3.1 | 4.2 | 7.2 | 1.8 | 4.8 | .8 | 21.1 | .8 |
| Percent of female students[b] | 39.3 | 51.2 | 50.6 | 48.5 | 49.3 | 45.9 | 44.6 | 49.5 | 49.7 | 49.9 | 37.0 | 29.4 | 53.7 |
| Percent of male students[b] | 60.7 | 48.8 | 49.4 | 51.5 | 50.7 | 54.1 | 55.4 | 50.5 | 50.3 | 50.1 | 63.0 | 70.6 | 46.3 |
| Percent of part-time students[b] (less than nine hours) | 11.2 | 14.0 | 14.5 | 30.9 | 43.8 | 29.8 | 30.9 | 38.8 | 45.9 | 4.6 | 0 | 10.7 | 15.7 |
| Percent of students reporting as:[b] | | | | | | | | | | | | | |
| Black | 4.9 | 8.2 | 85.5 | 4.5 | 5.7 | 6.2 | 3.9 | 8.5 | 8.2 | 4.1 | 1.7 | 0.9 | 3.9 |
| White | 85.5 | 83.3 | 9.3 | 91.6 | 86.2 | 89.3 | 91.2 | 63.6 | 86.7 | 86.0 | 89.1 | 80.2 | 92.4 |
| Spanish-surnamed | 3.3 | 1.2 | .2 | 3.0 | 3.0 | .9 | 1.9 | 22.6 | 1.2 | 3.1 | 3.4 | 1.6 | 3.3 |
| Other (excluding those not reporting race) | 2.6 | 1.9 | 2.2 | .9 | 2.1 | 2.0 | 1.8 | 3.9 | 1.1 | 2.3 | 0 | 15.2 | .4 |
| Percent of total student credit hours taken by 18–24 year old students in the SUS during 1975–76 | | | | | | | | | | | | | |
| Unclassified | 30.63 | 35.60 | 18.73 | 25.34 | 19.64 | 20.84 | 21.03 | 22.32 | 19.40 | | | | |
| Lower | 98.51 | 98.25 | 84.05 | 91.13 | | | 87.50 | | | | | | |
| Upper | 84.83 | 85.30 | 70.04 | 65.89 | 58.90 | 52.99 | 58.02 | 44.76 | 36.82 | | | | |
| Beginning Graduate | 37.34 | 37.11 | 20.03 | 21.93 | 16.23 | 13.18 | 13.26 | 11.42 | 9.67 | | | | |
| Advanced Graduate | 4.53 | 3.52 | | 5.11 | | | | | | | | | |
| Total | 78.74 | 76.46 | 74.95 | 65.55 | 47.77 | 44.43 | 60.32 | 38.91 | 30.27 | | | | |

## *Faculty/Teaching*

| | UF | FSU | FAMU | USF | FAU | UWF | FTU | FIU | UNF |
|---|---|---|---|---|---|---|---|---|---|
| Distribution by level of E&G 1977–78 allocated academic positions (%)[d] | | | | | | | | | |
| Lower | 31 | 23 | 39 | 20 | | | 19 | | |
| Upper | 44 | 50 | 49 | 62 | 75 | 78 | 68 | 83 | 73 |
| Graduate Classroom | 17 | 23 | 12 | 16 | 23 | 21 | 12 | 17 | 27 |
| Thesis/Dissertation | 8 | 4 | | 2 | 2 | 1 | 1 | | |
| Percent of faculty tenured[g] | 71 | 74 | 51 | 62 | 72 | 82 | 58 | 35 | 65 |
| Ratio of full professors to the sum of assistant professors and instructors (full-time, 9 months or greater)[e] (all units) | 1.36 | 1.26 | .23 | .88 | .93 | .68 | .52 | .42 | .51 |
| Percent of faculty over age 50[e] (all units) | 26.2 | 26.4 | 25.3 | 23.6 | 24.5 | 23.8 | 17.7 | 15.0 | 11.0 |
| Percent of courses taught by other than professors, assistant or associate professors, or instructors (all units)[f] | 24.9 | 11.2 | 23.1 | 22.5 | 1.9 | 11.7 | 10.3 | 19.5 | 17.4 |

## *Funding*

| | UF | FSU | FAMU | USF | FAU | UWF | FTU | FIU | UNF |
|---|---|---|---|---|---|---|---|---|---|
| Source of funding* (all units)[q] | | | | | | | | | |
| % Private** | 6.5 | 2.3 | 1.5 | 3.9 | 4.2 | 0.7 | 1.4 | 0.5 | 2.0 |
| % Federal | 15.5 | 14.6 | 26.4 | 8.2 | 2.2 | 12.1 | 4.0 | 6.6 | 5.2 |
| Allocation of E&G legislative appropriation (%)[d] | 24.7 | 20.8 | 5.6 | 16.1 | 6.4 | 4.8 | 7.7 | 9.4 | 3.6 |

*Total excludes auxiliaries and hospitals.
**Excludes gifts to Foundation. Includes payments by Foundation to University.

## *Courses (All Units)*

| | UF | FSU | FAMU | USF | FAU | UWF | FTU | FIU | UNF |
|---|---|---|---|---|---|---|---|---|---|
| Percent of classes assigned after 5:00 p.m.[l] (Classes with times "to be announced" or otherwise not reported are excluded. Including such classes might increase percentages shown here.) | 7.5 | 12.4 | 11.2 | 28.6 | 30.5 | 22.7 | 26.6 | 39.5 | 35.5 |

*Mean Number of SCH's Taken By Each E&G Student*
*(By Student Level)*

| | UF | FSU | FAMU | USF | FAU | UWF | FTU | FIU | UNF |
|---|---|---|---|---|---|---|---|---|---|
| 1977[b] | | | | | | | | | |
| Unclassified | 7.7 | 7.1 | 5.5 | 5.7 | 5.7 | 7.7 | 6.7 | 7.0 | 6.7 |
| Lower | 14.0 | 13.4 | 14.3 | 13.2 | | | 13.0 | | |
| Upper | 13.8 | 13.4 | 14.0 | 12.2 | 11.7 | 12.5 | 12.4 | 11.6 | 10.5 |
| Beginning Graduate | 12.1 | 11.3 | 9.3 | 7.2 | 6.7 | 8.0 | 5.8 | 6.9 | 6.9 |
| Advanced Graduate | 8.6 | 7.4 | | 7.4 | 8.1 | | 5.1 | | |
| Total | 13.1 | 12.4 | 12.9 | 11.1 | 9.7 | 11.1 | 11.1 | 9.9 | 9.2 |

**References for Appendix II**


[a] Fall 1976, Preliminary Student Data Course File.

[b] Fall 1977, Preliminary Student Data Course File.

[c] Planning Note 77-4, Office of Planning and Analysis (from 1976 Admissions File).

[d] 1977–78 E&G Allocation, August, 1977 (contains unallocated reserve).

[e] Fall 1977, Authorized Positions File.

[f] Spring 1977, Instructional Activity File.

[g] Office of Personnel and Faculty Relations, June, 1977.

[h] Fall 1977, Student Data Course File, End of Term.

[i] Research Bulletin 77-3, Office of Academic Programs (from Fall 1976, Instructional Activity File).

[j] *Florida Estimates of Population*, February, 1977.

[k] *Florida Statistical Abstract, 1976.*

[l] *Facts in Brief*, State University System of Florida, Board of Regents.

[m] Special Submission by universities.

[n] Fall 1975, housing data from university offices; Fall, 1975, headcount data from preliminary estimates.

[o] Academic Programs 4/3/78.

[p] Spring 1977, Student Data Course File edit.

[q] Financial Statistics of Institutions of Higher Education for Fiscal Year Ending 1977 (HEGIS).

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